R E P O R T R E S U M E S

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PROGRAM TO TRAIN TRADE UNIONISTS AND CAA STAFF WORKERS AS COMMUNITY ACTION TRAINERS, CURRICULUM AND SCHEDULE.

BY- EIGER, NORMAN

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DESCRIPTORS- *TRAINING TECHNIQUES, *CHANGE AGENTS, *COMMUNITY ACTION, *POVERTY PROGRAMS, *CURRICULUM, UNION MEMBERS, SUBPROFESSIONALS, LEADERSHIP TRAINING, TRAINING OBJECTIVES, POLITICAL ISSUES, FIELD TRIPS, FILMS, RESEARCH METHODOLOGY, GROUP DISCUSSION, ROLE PLAYING, DECISION MAKING SKILLS, PROGRAM EVALUATION, PROGRAM PLANNING, PROGRAM DESCRIPTIONS, LABOR UNIONS, NEW JERSEY COMMUNITY ACTION TRAINING INSTITUTE, RUTGERS LABOR EDUCATION CENTER,

OBJECTIVES OF THE TEN-DAY RESIDENTIAL TRAINING PROGRAM HELD IN JUNE 1967 WERE--TO UNDERSTAND THE ROLE OF THE TRAINER, TO DEVELOP SKILLS AND KNOWLEDGE IN WORKING WITH GROUPS AND IN IMPLEMENTING COMMUNITY ACTION TRAINING PROGRAMS, TO HEIGHTEN SELF-AWARENESS, TO LEARN TO APPLY FORCE FIELD ANALYSIS TO PROBLEM SOLVING, TO INTERPRET LABOR'S POSITION IN SOCIAL PROGRAMS, TO INVESTIGATE ANTI-POVERTY LEGISLATION AND CAUSES OF POVERTY, AND TO TEST NEW METHODS OF TRAINING NONPROFESSIONALS AS TRAINERS. THE CURRICULUM WAS TO INCLUDE GROUP DISCUSSION, FILMS, ROLE PLAYING, AND ANALYSES OF DECISION MAKING AND PROGRAM EVALUATION AND REVIEW TECHNIQUES. VISITS TO MANPOWER PROJECTS WERE PLANNED, AND SESSIONS ON RESEARCH TECHNIQUES AND RESOURCES, ON THE NATURE OF STATE GOVERNMENTS' POLITICAL AND ECONOMIC POWER, AND ON THE ROLE OF LABOR IN IMPROVING URBAN HOUSING AND EDUCATION AND IN CIVIL RIGHTS. PARTICIPANTS WERE TO EVALUATE THE TRAINING PROGRAM. AS A FINAL EXERCISE EACH PARTICIPANT WOULD ORGANIZE THE PROJECT HE PLANNED TO IMPLEMENT WITHIN HIS COMMUNITY. THE RESIDENTIAL PHASE OF THE PROGRAM WAS TO BE FOLLOWED BY BI-WEEKLY, STRUCTURED, ALL-DAY SEMINARS IN WHICH FIELD PROJECT EXPERIENCES WOULD BE REVIEWED. (AJ)

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PROGRAM TO TRAIN TRADE UNIONISTS

AND

CAP STAFF WORKERS AS COMMUNITY ACTION TRAINERS

Curriculum and Schedule

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sponsoring Organizations:

INDUSTRIAL UNION COUNCIL AFL-CIO
Joel Jacobson, Director

NEW JERSEY COMMUNITY ACTION TRAINING INSTITUTE
Barry A. Passett, Director

RUTGERS LABOR EDUCATION CENTER
Dr. Herbert Levine, Director

NORMAN EIGER, Project Training Chief
DAVID HARRIS, Training Officer

AC001 309E

TRAINING OBJECTIVES:

To provide understanding of the new role of community action trainer participants will assume as a result of the program.

To develop skills and provide a fundamental body of knowledge that will enable participants to independently initiate, design, implement and evaluate community action training programs.

To develop skills in working with groups and understanding of how the inter-personal forces acting on groups can be used to further the learning process.

To heighten awareness of self and enhance skills in the sensitive use of self to promote the goals of the learning group.

To develop the ability to apply force field analysis in solving problems.

To increase understanding of the causes of poverty and familiarize participants with the programs, and legislation that are part of various anti-poverty approaches.

To define and interpret Labor's position and role in community action and manpower programs.

To design and test new methodologies and materials in training non-professionals as trainers.

DAY 1

Where Are We? Where Do We Go From Here? (2½ hours)

Trainees and program staff will introduce themselves and briefly tell something about their background.

A brief overview of the program will include an explanation of its goals, subject areas and methods.

Buzz groups will involve group in raising questions about the program and reduce individual uncertainty. Two of the groups will be asked to spend 20 minutes discussing: Do we understand the purpose of the program? What do we expect to get out of the program? The other two groups will discuss: Which of the program's goals are the most important? Which are least important? What parts of the training program are unclear?

Project staff will serve as discussion leaders; reporters appointed by each group will use an outline guide to record how each group handled its tasks.

Discussion of the reports by the entire group will focus on why the training program was started in this way; what was accomplished in terms of understanding and group formation.

The Strategy Against Poverty - Programs and Perspectives (2 hours)

An examination of the dimensions of poverty and various views on its causes will be followed by a film strip presentation on the goals and provisions of past and current anti-poverty legislation.

Small group discussion will consider such questions as: What were the strengths and weaknesses of past anti-poverty programs? To what extent did they reach their goals?

What are the similarities and differences between the E.O.A., Model Cities and Freedom Budget approaches to fighting poverty.

The trainer will conclude the session by asking the group to examine and evaluate the training techniques used. He will lead the group in considering such questions as: Was the film strip effective? How was it used to stimulate discussion? What are its advantages and disadvantages as compared with films?

The session will also provide an opportunity to show the group how to use and operate a film strip projector.

Community Action - Community Union (1½ hours)

The concept of community action as developed in the previous session will be explored in greater detail through small group discussion. Five different approaches to community action, ranging from the Bureau of the Budget view to the Community Union concept, will be critically reviewed in terms of their principle goals, means and effectiveness.

Observers will be assigned to each group and prepared with a checklist of items to observe during the discussion involving content, conclusions, leadership styles and group process. Their reports will prepare the foundation for the next session on discussion leadership techniques.

The Trouble Makers - A film discussion.

A film depicting an attempt to organize a community union project in Newark will be subjected to critical evaluation. Discussion will focus on the methods used to organize a low income neighborhood constituency, the basic issues affecting the community and the ideology of the organizers. These will be critically examined against the background of the discussion held earlier in the day.

In addition, the session will familiarize the group with the mechanics of setting up and running 16mm motion picture equipment.

DAY 2

Leading A Group Discussion

Observations made by the group observers in the discussion on Community Action approaches will stimulate an examination of the elements that make up a good discussion.

The trainer will lead the group in considering such questions as: Was buzz group discussion the best method of reaching the previous session's objectives? What are its advantages and disadvantages? Under what circumstances wouldn't it be appropriate? What are the characteristics of a good discussion leader?

The group will also be involved in examining the session they are participating in to provide insight into the roles being played, the use of the group in problem solving and techniques of starting, clarifying and summarizing discussion.

Dynamics of Decision Making, Group Leadership and Normative Values

This session will explore some of the dilemmas of group leadership, how groups establish normative values and how these group norms effect the learning process.

The trainer will start the session by assuming the role of an authoritarian leader type. He changes the informal seating arrangement and launches into an emotionally charged formal lecture on the advantages of autocratic decision making. He does not respond to the group's feelings or reaction and manipulates the group into merely affirming his rhetorical questions.

A discussion will follow on what happened within the group and to the group during the lecture. The trainer will introduce the concept of group norms and show how the trainer's behavior helped set these norms.

An analysis of autocratic decision making and group manipulation will draw out the group's reaction to the contrasting norms built into the training program. These will be listed and evaluated on the basis of which were constructive and which were destructive. Discussion here will focus on the possible conflict between conveying subject content and democratic group process and how this conflict can be resolved.

The trainer will conclude the session by briefly illustrating the characteristics of different group leadership styles on a continuum scale. Role playing of these leadership types will reinforce the insights obtained into their impact on groups.

THE ROLE OF LABOR AND
CAA'S IN MANPOWER PROGRAMS (2 hours)

(Part 1)

One of the basic priorities in the anti-poverty effort is the placement of the unemployed and the under employed in jobs - jobs with decent wages, upward mobility and some degree of security. This session and the following day's field trip will address itself to a number of approaches to achieving these goals.

Background orientation will be given on the causes of unemployment, the size of the problem in the country and New Jersey and the characteristics and problems of the different groups of unemployed.

A comparison will be made of the aggregate and structural approaches to creating full employment and how both of these approaches can be melded and translated at the local level into employment opportunities. Each of the approaches will be understood in terms of their linkage to existing manpower legislation and other economic measures affecting the job market.

Particular emphasis will be given to possibilities for expanding job opportunities in the human services, the new careers movement and what labor and CAA's can do to further the development of "new careers for the poor."

DAY 3

Manpower - Part II (1 hour)

As preparation for the field visit, the trainer will briefly develop an organization chart showing the components of the U.P.I. manpower operation, how each component is funded and how they fit into a comprehensive program to help meet the needs of unemployed and under-employed youth and adults.

A guided group discussion will develop criteria for assessing the performance of a manpower program. These standards will be incorporated into a check-list of items to look for during the field visit.

DAY 3

Manpower - Part III (4 hours)

Field Visit to United Progress, Inc. - Trenton

A visit to the OMPER program at UPI in Trenton will permit the group to experience at first hand the elements comprising a coordinated manpower program.

Each step in the process leading from recruitment of the unemployed to job placement and follow-up will be reviewed as the trainees observe the actual operation of a neighborhood employment center, work experience and basic education programs and occupational training at the Skills Center.

DAY 4

Manpower IV (1½ hours)

An evaluation of the field experience, based on the criteria developed earlier, will identify the strong points in the program and areas where services can be improved. Recommendations will be made on what labor unions can do to strengthen existing programs. Here specific information will be provided on how unions can develop OJT training programs, provide instructors and supervisors for pre-vocational and skills training and assist in job development.

The Field Trip as a Training Technique (1/2 hour)

The group will engage in reviewing the organization and evaluation of the field trip itself as a model illustrating how a field experience is used in training and structured to maximize learning.

Understanding the Trainer's Role (1½ hours)

With the program, up to this point, serving as an experiential model, this session will provide further clarification of the trainer's role.

The program development phase will be analyzed to show how the trainer functions as planner prior to the programs, how he determines training needs and formulates objectives. Several sessions will be reviewed to illustrate how the trainer acts as a guide to facilitate learning, further group sharing of experiences and reach group goals.

In examining the opportunities for feedback built into the program the group will see how the trainer acts in a continuous capacity as evaluator of the program.

Research Techniques and Resources (3½ hours)

At this session, held at the Rutgers University library, participants will be introduced to research methods and the use of the library for obtaining information and data for program development.

Assignments, based on work group tasks, will be given that require applying what has been learned and making use of the library facilities.

Additional orientation will be offered on the information resources that exist in the community and how federal and state sources can be utilized.

The session will also serve to formally expose participants to important periodicals and publications that will be helpful in providing a foundation of knowledge for program development.

DAY 5

Workshops In Program Development (3 hours)

Subject content and practice in program development, implementation and evaluation will be integrated here by having work groups take responsibility for arranging, under supervision, a series of film-discussion programs to be presented

during subsequent evening sessions. In carrying out these tasks, practice will be provided in applying research techniques, making use of consultancy and materials resources and engaging in discussion leadership.

Three work groups will be formed and assigned the following tasks:

Group A - will preview the film "The Poor Pay More" and design a discussion guide that they will use with the film in presenting a program on consumer information to the entire group.

Group B - will develop a program on Unions and Civil Rights using the film "The Inheritance" as a discussion stimulator.

Group C - will prepare a program on community organization techniques using the film "Head Start In Mississippi."

Each group will have a consultant, with expertise in their subject area, who it can draw on for assistance in carrying out the task. Written materials and bibliographies relevant to the assignments will be available. In addition, guidelines will be provided to facilitate program development and provide a format for the evaluation of the program.

Applied Problem Solving Techniques (3 hours)

I

How do you overcome community apathy? How do you effect changes in organizational behavior? How do you resolve group conflict?

These are some of the problems a community action trainer is expected to confront in developing community leadership.

In this session participants will learn to apply a logical approach to democratic problem solving.

A problem will be posed such as: What can be done to involve labor in community action programs in New Jersey? The trainer will lead the group in examining the logical sequence of steps that should be taken in seeking a solution:

1. Defining and precisely describing the problem; 2. What changes do we want to accomplish; 3. Tracing its causes; 4. Examining and changing forces that promote and retard its solution; 5. Outlining alternative solutions; 6. Deciding on the best course of action and how to implement it.

II

In the second part of the session, emphasis will be given to involving the group in applying Kurt Lewin's concept of force field analysis to problem solving. The two fold objective here is to: equip the group to use this problem solving approach in leadership training and to subject real problems facing the group when they return home to this form of analysis.

Participants will be asked to anticipate problems that may arise within their organization or community that will inhibit them from implementing their role as community action trainer. Five of these will be subjected to problem solving analysis in five work groups.

Reports made by each group will be assessed in terms of how well they used the outline of steps along with an examination of the results and the difficulties encountered in the process.

DAY 6

State Government - Its Mandate, Power and Limitations

(3 hours)

A discussion on the nature of political and economic power at the State level. The first part will consist of a presentation on the boundaries of State power in New Jersey and the areas left for its creative use.

Starting with a brief review of the limitations imposed by the state and national constitutions, the session will proceed to explore: the state mandate in the field of human resources planning and community development; the scope of the governor's power to fulfill this mandate; the goals and structure of the Department of Community Affairs; and the potential impact of legislative re-apportionment on the power structure.

A panel of reactors drawn from among the trainees will raise the following questions:

1. How can the state government be used more effectively to fulfill its mandate?

2. Does New Jersey have the resources to develop programs capable of dealing with the urban crisis?

3. Who are the influentials behind the initiatives of the legislative and administrative branches?

The session will conclude with a brief examination of the prospects for bills on housing, education, and labor in the legislative hopper; focus here will be on the progression of stages through which such legislation moves.

The Urban Crisis (3 hours)

Two alternating work group discussions on the role of labor and CAA's in housing and education.

Group A - Housing

Background will be given on the economics of slum housing; the scope and depth of the problem of blighted neighborhoods and their effect on the lives of people.

The urban renewal and model cities approaches to the housing problem will be critically examined with a view toward developing what would constitute a comprehensive approach to rebuilding the inner city. Discussion here will include a

review of existing local, state and federal resources for funding the components of a comprehensive attack on the problem.

The last half of the session will be devoted to a presentation and discussion on what labor unions and CAPs can do to improve their community's housing program in the area of: code enforcement, rehabilitation, tenant organization and relocation.

Group B - Education

A presentation and discussion on the structural and political factors that limit the educational system's response to the problems of the disadvantaged child. Several recommendations for improving the neighborhood school will be studied.

Further discussion will outline the available resources for meeting the educational needs of the poor, with emphasis given to the provisions of the ESEA.

The second half of the session will be devoted to the methods labor unions and CAAs can use to influence school policy and improve the system; also included is a discussion on the role they can play in organizing adult literacy, basic education and tutorical programs.

DAY 7

Unions and Civil Rights (3 hours)

A film-discussion program prepared and led by Group B, followed by an evaluation of the session.

Trainer Styles - An exercise in awareness of self and others (2 hours)

The training process is one form of the helping relationship and involves awareness of how the trainer uses himself to promote group and individual growth. It is therefore particularly important for the individual who will be assuming the trainer's role to examine how he relates to others and to groups.

This session is based on an exercise in self awareness and the kinds of changes that must occur within the individual if he is to play a role in helping others change.

At the outset, each participant will be asked to use his experiences with training programs to list the characteristics that would describe the excellent, average and poor trainer. Buzz group discussions will give each participant an opportunity to compare his list of traits with those of his peers.

The trainer will use the buzz group reports as a basis for outlining differing assumptions and values within the training field; these will be drawn into portraits of contrasting training styles ranging from group oriented to task oriented approaches.

Each individual will be asked to evaluate himself on a nine point grid based on the values of each style. An opportunity will be given to permit each one to see how different his own perception of himself is from that of others by having his peers rate him on the same scale.

Discussion on the validity of the ratings and the reasoning behind them will be structured to further greater self awareness of behavior that has been taken for granted and the changes that are necessary to move toward becoming a more effective trainer.

DAY 8

Field Trip to Middlesex CAP (4 hours)

The morning will be devoted to a guided tour of Middlesex County's anti-poverty agency. The group will visit a multi-purpose neighborhood service center and discuss with the staff the kinds of programs offered and the methods used to reach and involve the poor.

Head Start In Mississippi (2-3/4 hours)

A film-discussion prepared and presented by Group C; followed by group evaluation.

DAY 9

What Do We Do When We Return Home

The field assignment each participant will plan and implement within his local union, central labor organization CAA or community organization, is the heart of the training program. It will provide a real on-the-job experience of developing a training program that meets the real needs of an organization; involves their organization more fully in the anti-poverty effort; establishes a linkage between CAP resources and union resources.

I

P.E.R.T. - A Planning Tool (2½ hours)

A chalk talk presentation on program evaluation and review technique (PERT) will provide the group with a graphic tool they can use in effectively planning, costing, scheduling and controlling the field project.

The trainer will use examples of field projects the group will be developing to lead the group through the process of establishing a network chart based on the PERT system. Summary guidelines for using the PERT system and sample charts of training programs will be distributed.

II

Work Teams Select and Plan the Project (3 hours)

Participants from the same community or general area will be grouped together in teams to select and plan their field projects and to work out ways they can be of help to each other in implementing the assignment.

Each team will start by determining the training needs in their community and the organizations represented in the group.

Guidelines will be made available which will facilitate a realistic appraisal of project possibilities in labor organizations and CAA's. For example, participants from unions will consider such possible projects as: training union activists

as community union organizers to organize low paid workers;

training union stewards to organize tenant action councils in their neighborhoods;

training local union officers as job developers for manpower programs; developing classes on consumer education, political education and Negro History and Culture;

training skilled union workers to act as instructors and supervisors in manpower programs;

training for union executive board members on how to initiate and effectively implement: 1) OJT-coupled programs, 2) a pre-apprenticeship training project.

Projects selected by CAP staffers may include:

training CAP community organizers and neighborhood center aides;

training neighborhood council members;

training CAA executive board members;

training CAP office staff;

training CAP job counselors.

III

Consultation With Supervisor (1 hour)

Each participant will plan the sequence of phases his project will be moving through with an estimate of the time schedule for each activity and event. These components will be worked up into a PERT network which will be reviewed in an individual conference with a member of the training staff assigned to act as supervisor.

Consultation at this point will include a detailed review of the specific steps that should be taken during the subsequent

four week period. Every attempt will be made to anticipate problems that may arise during this period.

At the conclusion of the conference, each person will be provided with individualized study assignments in subject areas relating to his project.

IV

Role Play of Project Negotiations (1 hour)

Problems anticipated in negotiating project assignments with executive boards and supervisors in each individual's home organization will be role played. This approach will supplement the use of problem solving techniques to allay some of the anxiety participants may feel on their return to their organization. Role play enactments of the problems will clarify latent concerns, obtain group involvement in seeking solutions and provide practice in negotiating the project.

DAY 10

Program Evaluation Techniques (2½ hours)

An evaluation of their own training experience will serve a dual purpose: it will offer a "here and now" focus for training on the methodology of program evaluation; it will act as an important instrument in the evaluation of the residency phase of the program.

The devices used to measure the outcome of training will be scrutinized; their virtues and limitations will be examined; the group's reaction to their use (annoyance, anxiety, boredom) will be revealed and suggestions made on how to reduce these negatives to a minimum. The trainer will lead a discussion on whether the residency phase had met its goals.

The central theme of the session will stress program evaluation as a continuing process. This will be illustrated by pointing out how feedback to the staff resulted in modifications of the program during the two weeks of residency.

PHASE II - BI-WEEKLY SEMINARS

All day seminars will be held bi-weekly and structured to permit a maximum amount of time for group sharing of field project experiences. The entire group will be involved, as well as consultants, in helping individuals and teams resolve problems that arose in the field.

In the first seminar, the group will brainstorm criteria for evaluating their experience, discuss what lessons they have learned and surface the areas they feel anxious about and ill prepared to handle.

Subsequent seminars will study "critical incidents" that occured and use these as a basis for learning.

The seminars will also serve as additional opportunities to provide individual consultation and supervision, review the progress being made, and reveal the subject and skill areas

that require further group and individual training.

As these needs are revealed, the seminars will include appropriate sessions within the following areas:

use of audio-visual aids;

budgeting programs - developing low cost programs;

administrative techniques;

consultancy and instructional resources;

report writing;

materials development, preparation of case studies, role playing;

public relations;

speaking, listening skills;

curriculum development;

use of programmed instruction;

the union and CAP role in health, housing, recreation, senior citizens programs, and migrant worker problems.

PROGRAM TO TRAIN TRADE UNIONISTS

AND

CAP STAFF WORKERS AS COMMUNITY ACTION TRAINERS

TRAINING SCHEDULE

Sponsoring Organizations:

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PROGRAM TO TRAIN TRADE UNIONISTS and
CAP STAFF WORKERS AS COMMUNITY ACTION TRAINERS

Schedule
(Residency Phase)

Monday, June 5	DAY 1
9:00 - 10:00 a.m.	Registration - Welcome - Introductions Barry A. Passett Dr. Herbert Levine Joel Jacobson
10:00 - 10:30	Orientation to Program Barry A. Passett
10:30 - 10:45	BREAK
10:45 - 12:15	Group exercise - What Are We Doing Here? Pre-evaluation Questionnaire
12:30 - 1:30 p.m.	LUNCH
1:30 - 3:00	The Strategy Against Poverty - Programs and Perspectives Norman Eiger
3:00 - 3:15	BREAK
3:15 - 3:45	Evaluation of Session
3:45 - 5:15	Community Action - Community Union Discussion Leaders: Glenn Parker Al Fleming Enrique Arroyo Observer: Arnold Zucker
6:00 - 7:15	DINNER
7:15 - 8:45	Film - Discussion The Trouble Makers Robert Curvin

Tuesday, June 6	DAY 2
7:30 - 8:30 a.m.	BREAKFAST
9:00 - 10:30	Leading A Group Discussion Arnold Zucker
10:30 - 10:45	BREAK
10:45 - 12:30 p.m.	Dynamics of Decision Making and Group Leadership Hilda Fortune
12:30 - 1:30	LUNCH
1:30 - 3:00	Group Dynamics (continued)
3:00 - 3:15	BREAK
3:15 - 5:00	The Role of Labor and CAA's In Manpower Programs Milton Zatinsky Norman Eiger
5:00 - 6:00	RECREATION
6:00 - 7:30	DINNER
9:00 -	SOCIAL

Wednesday, June 7	DAY 3
7:30 - 8:00 a.m.	BREAKFAST
8:30 - 9:30	Field Trip Orientation (at U.P.I. - North Trenton Center)
9:30 - 4:30	Field visit to OMPER Program at United Progress, Inc. in Trenton at Trenton Skills Center
4:30 - 7:30	Picnic
9:00 -	Social entertainment organized by Herb Richardson

Thursday, June 8 — DAY 4

7:30 - 8:30 a.m.	BREAKFAST
9:00 - 10:15	Evaluation of field experience Al Fleming
10:15 - 10:45	The field trip as a training technique Al Fleming
10:45 - 11:00	BREAK
11:00 - 12:30 p.m.	Understanding The Trainers Role Dr. Herbert Levine
12:30 - 1:30	LUNCH (afternoon session will meet at Rutgers Library)
1:30 - 3:15	Research Techniques and Resources Glenn Parker Resource- Rutgers Librarian
3:15 - 3:30	BREAK
3:30 - 5:00	Research Assignments
6:00 - 7:00	DINNER

Friday, June 9 — DAY 5

7:30 - 8:30	BREAKFAST
9:00 - 12:30	Workshops in Program Development
	Group A - Consumer Education Enrique Arroyo
	Group B - Unions and Civil Rights Robert Curvin
	Group C - Community Organization Bob Moore

12:30 - 1:30 p.m.	LUNCH
1:30 - 4:30	Applied Problem Solving Techniques
	(sessions adjourn for the weekend)

Monday, June 12	DAY 6
9:00 - 12:00 Noon	State Government: Mandate, Power, Limitations Panel: Barry A. Passett Gregory Farrell Joel Jacobson
12:30 - 1:30	LUNCH
1:00 - 4:00	The Urban Crisis - Workshops on What Labor and CAA's Should and Can Do In: Housing - Sid Willis Education - Dr. William Phillips
4:15 - 5:30	RECREATION
6:00 - 7:00	DINNER
7:00 - 9:00	The Poor Pay More A film-discussion on consumer education developed by Group A

Tuesday, June 13	DAY 7
7:30 - 8:30	BREAKFAST
9:00 - 12:00	Project Planning and Techniques (PERT) Gregory Simms
11:15 - 12:15	Evaluation of previous two sessions

12:30 - 1:30	LUNCH
1:15 - 4:30	Trainer Styles - an exercise in awareness of self and others Hilda Fortune
4:30 - 8:00	Picnic
9:00 -	Social - entertainment organized by participants

Wednesday, June 14 — DAY 8

7:30 - 8:30 a.m.	BREAKFAST
9:00 - 11:00	Field Visit to Middlesex Multi-Service Center
11:00 - 12:00	Evaluation of Field Experience
12:30 - 1:30 p.m.	LUNCH
1:30 - 2:45	Unions and Civil Rights
2:45 - 3:00	BREAK
3:00 - 4:00	Unions and Civil Rights (continued)
4:30 - 6:00	RECREATION
6:00 - 7:00	DINNER
7:00 - 9:00	Head Start in Mississippi - A film discussion developed and presented by Group C

Thursday, June 15 — DAY 9

7:30 - 8:30	BREAKFAST
9:00 - 10:30	Open Discussion planned by participants

10:30 - 10:45	BREAK
10:45 - 12:15 p.m.	Orientation on Field Project Assignments
12:30 - 1:30	LUNCH
1:30 - 3:30	Work teams select and pla their projects
3:30 - 4:30	Individual and group consul-tation on field projects. Consultant - Supervisors: Bernard Rifkin George Boyle Robert Steffan Glenn Parker Al Fleming Dr. Herbert Levine Norman Eiger David Harris
4:30 - 5:30	Role play of project negotiation
6:00 - 8:00	DINNER - Speaker Workers Education & Community Action Walter Davis

Friday, June 16 — DAY 10

7:30 - 8:30 a.m.	BREAKFAST
9:00 - 9:45	Post-evaluation questionnaire
9:45 - 10:45	Program Evaluation Techniques Bert Flugman
10:45 - 11:00	BREAK
11:00 - 12:00	Program Evaluation (continued)
12:00 - 3:00 p.m.	LUNCHEON - Panel Where Do We Go From Here Dr. Herbert Levine Joel Jacobson Norman Eiger

PROGRAM TO TRAIN TRADE UNIONISTS and
CAP STAFF WORKERS AS COMMUNITY ACTION TRAINERS

Personnel

Enrique Arroyo, Training Officer
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Training Institute

George Boyle, Associate Extension Specialist
Rutgers - Labor Education Center

Robert Curvin, Assistant Director
Intern Program
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Walter Davis, Education Director
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Norman Eiger, Training Chief
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Gregory Farrell, Deputy Director
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Al Fleming, Training Chief
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Bert Flugman, Research Assistant
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Hilda Fortune, Ph.D.
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